



The Compton School

RSHE Case Study: How have you prepared to deliver the new statutory requirements?'

Background and Context

The Compton School is an 11-18 secondary school based in the London borough of Barnet- a borough in which, there are a number of selective schools, by ability, by gender, by faith. The Compton serves the local community, with most students living within 0.6 mile of the school. The school is larger than average with 1,354 students on roll at the current time.

We have a truly comprehensive mix of students ranging from the very high achieving to students who require extra support; 37% pupil premium, 22 % Free School Meals (FSM) 43% English as an Additional Language (EAL), 12.5 % Students with Educational Needs or Disabilities (SEND).

On indicators of deprivation the school is located in quintile 5 (the most deprived) of all schools. However, the pupil base shows deprivation just above the national average. In addition, there are higher than average numbers of SEND students, with 2.2 % on Education Health Care Plans (EHCP) compared to 1.7% nationally and compared to Barnet (1.8%). 42% of students have a first language other than English (at least 58 different languages are spoken).

Students generally enter the school at or just below the national average. They leave the school with outcomes that are significantly above the national average, especially in English, maths and science. Our Progress 8 score is consistently above the national average.

The school is very multi-cultural with a wide range of ethnicities and faiths represented. The gender mix is broadly balanced. The school is incredibly harmonious with a firm belief in maximising achievement for all, irrespective of socio-economic background or academic ability.

Students make exceptional progress at The Compton School with our results regularly placing us in the top 5% of schools nationally for progress

In September 2018 we formed a MAT with another outstanding Teaching School, The Middlesex Learning Trust.

Preparing to deliver:

The Pastoral Curriculum (pre RSHE statutory guidance).
See **Appendix 1 Pastoral Curriculum 2018-2019**

RSHE has been delivered historically through the school's long established Pastoral Curriculum, which we have designed to meet the needs of our students and the local and national context. The design ensures that there is progression and year specific subject matter within the curriculum. The sessions are taught by form tutors. Three staff hold

Teaching and Learning Responsibilities (TLRs) for specific aspects of the Pastoral Curriculum: Spiritual Moral Social Curriculum (SMCS), Relationships and Sex Education (RSE) and Oracy. A member of the senior leadership team has responsibility for Personal, Social, Health and Economic (PSHE) Education and he coordinates content, planning and delivery with the three TLR holders and our three Key Stage Leaders.

Review of the Pastoral Curriculum takes place on an annual basis by staff and students as part of our whole School Improvement Plan (SIP) review/preview. This process involves a whole school survey with all stakeholders to evaluate the impact of the annual improvement plan priorities from the current academic year. We also 'horizon scan' the educational landscape both locally and nationally, and this too helps us to plan for the year ahead. Such explorations help us to update the Pastoral Curriculum to make sure content is relevant and in line with (national) guidance. 2019/20 staff and student feedback identified a number of areas for development-specifically mental health and relationships and sexual health- which we aligned with the requirements of the statutory guidance and which informed our planning of the curriculum for 2020/21.

Our pre 2020/21 curricula had been previously updated to include coverage of British values, spirituality; identity and discrimination; immigration and refugees; body image and self-confidence; knife crime and staying safe; and careers. Hence, we were used to the process of reviewing and amending as necessary.

As the momentum for implementing the new RSHE statutory guidance increased, key staff attended training in January 2019 to support with understanding the new guidance and the statutory requirements as well as implications for what should be taught and when.

Our first step was to carry out an audit of the existing pastoral curriculum and the science and RE curricula, using the draft guidance, to identify which elements of RSHE we were already delivering and what and where there were gaps. See **Appendix 2 Whole School RSE Audit**. The audit supported our findings as identified above.

The PSHE Coordinator and the planning team then identified what needed to be taught, in which year group and when in the academic year; and then they made strategic changes to the Pastoral Curriculum for 2019/2020. Using the RSHE guidance and feedback from staff as well as our internal data, it appeared that teaching about 'positive relationships' was an important element of the curriculum which needed to be taught more explicitly. We also knew from anecdotal evidence that students in all year groups could often struggle to distinguish positive from negative behaviours in regard to relationships. The team therefore felt confident that educating students about 'positive' relationships (e.g. what they look like; how to create them; how to recognise if they are unhealthy and what to do if that is the case) would be an essential thread that could run through all the new sessions we were planning on RSHE. We made sure that we provided age appropriate generic lessons on this theme at the start of each Scheme of Work.

In terms of selecting the specific content for each year group, we looked at the evidence referred to above and at where there were gaps in knowledge for particular year groups, for example equal opportunities in Year 8 and personal consent in Year 10.

Please see **Appendix 3 (RSE 2019 update) and Appendix 4 (Pastoral Curriculum 2020-21)**.

The RSHE Policy

As part of the action plan for the delivery of RSHE, the planning team reviewed the existing policy and updated it in order to ensure it was compliant and relevant to the needs of the

school community. The team used the DFE Planning and Implementation Guide to identify key elements of the policy that needed to be incorporated. Specifically, these were definition of RSE and the law and ensuring the curriculum was accessible and inclusive. Once the policy had been drafted, it was shared with wider staff, parents who were also governors and a group of students for feedback and then finalised and adopted from September 2021. Please see **Appendix 5** and the school website.

Ofsted guidance

The whole school approach to teaching and learning is in alignment with the Ofsted guidance with regard to intent, implementation and impact; and it was important that the RSHE curriculum was viewed in the same context.

To support this alignment further, the planning team created an 'Ofsted-ready overview' which is referenced in **Appendix 6**.

The planning team used whole school and subject specific strategies to ensure best practice in terms of teaching and learning for RSHE, such as active learning techniques, considering SEND, opportunities for assessment, training of staff planning sessions and staff feedback on lesson overviews. These are referenced in **Appendix 7**.

Supporting the rollout of the delivery

In 2020, the school became part of the DfE RSHE Train the Trainer Programme 2020/21. The Pastoral Curriculum coordinator and the Key Stage Leader were identified as the two key staff who would coordinate and deliver the training to a hub of up to 50 schools nationally. In preparation for this they further enhanced their knowledge and understanding by attending virtual local and national training events. This informed the practice they were able to implement internally and they subsequently created a training programme for form tutors, teaching assistants and relevant support staff which covered generic and specific aspects of the new RSHE curriculum. Our Key Stage Leaders worked with the planning team to map out the training sessions which would be delivered at half termly twilight year team workshops. Staff were trained together for generic understanding (for example expectations of lesson, handling tricky questions, positive and healthy relationships) and then in year groups for the year specific content that they would be delivering. Staff were also offered 1:1 bespoke support and guidance if they felt they needed it with key staff popping into the lesson to offer support if needed as appropriate. Please see **Appendix 8 RSHE Train the Trainer Sessions 1 and 2**.

Flexible approach

As always, the Pastoral Curriculum is subject to regular review and with the changes faced within education by the Covid-19 pandemic, careful consideration had to be given to the rollout. Changes have previously been made to the curriculum to reflect, for example concerns about online extremist behaviour; and the increase in incidents of knife related violence and gang activity in the London vicinity. Changes were subsequently made to the existing curriculum to ensure that we were sensitive to the needs of our school community and the ever changing Covid-19 national picture. We adapted the Pastoral Curriculum to ensure we could offer information and guidance around what was happening and how to continue learning; support and signposting for emotional, mental health and wellbeing; and any opportunities for reaching out to our community and acknowledging moments of celebration.

As it became clear that the impact of Covid would significantly change the educational landscape for some time, the planning team worked quickly and collaboratively over the summer term 2020 to adapt the Pastoral Curriculum, choosing, like many other schools, to focus on supporting students' reintegration to school. We focused on the importance of kindness and prioritised content for all year groups on information about the virus and emotional health and wellbeing. We removed content on topics that might be difficult to deliver in a 'blended' learning environment. We asked for feedback very quickly in the first half term so that we could update the planned rollout proactively and with support and training for staff. **Appendices 9 to 14** show some highlights of how we have carried out the delivery.

Next steps

Historically, all stakeholders are invited to comment on the Pastoral Curriculum as part of our annual survey process. Given the need for more immediate feedback during the lockdown, we have been able to capture parental responses to the focus of the Pastoral Curriculum on emotional health and wellbeing in the autumn term. This has been extremely positively received and student feedback indicates a similar positive response.

We will continue to rollout and adapt to the educational landscape, ensuring that feedback and review is incorporated as we proceed.